



**General Certificate of Education  
January 2013**

**AS History 1041**

**HIS1G**

**Unit 1G**

**Britain, 1815–1865**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2013 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

---

##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2013

**GCE AS History Unit 1: Change and Consolidation**

**HIS1G: Britain, 1815–1865**

**Question 1**

- 01** Explain why Lord Liverpool's government passed repressive laws in the years 1815 to 1819. (12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

The main focus of this question is on the motives behind repressive measures such as the Suspension of Habeas Corpus and the Six Acts. Note that narrative description of these measures will not be helpful – the focus must be on explanation of **why** the government acted as it did. One valid approach may be to explain longer term factors using material from before 1815 – but there were several short-term factors and it will be possible to score high marks focusing purely on the years from 1815.

Relevant long-term factors might include:

- fear of radical working-class protests generated by Luddism – and exacerbated by concerns about the return of demobilised soldiers
- fear of the French Revolution (which Lord Liverpool had witnessed in person)
- the belief of most members of the government that the landed classes possessed a right to rule.

Short-term factors that intensified government reaction from 1815 might include:

- the growth of radicalism in Scotland and the influence of radical writers such as Cobbett and Hunt
- the response to protest and agitation arising from growing hostility to the Corn Laws
- pressure on the government to react against outbreaks of violent protest, such as the march of the Blanketeers.

NB This question is focused upon **repressive** measures. It is possible that many students will attempt to define the Corn Laws as such. This could be done effectively but there must be an explicit link to repression.

---

**Question 1**

- 02** How far were Tory governments in the years 1822 to 1829 'reforming' governments?  
(24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

---

Students might focus most of their answer on the 'liberal phase' of Lord Liverpool's government; but the end date of 1829 should be respected, dealing with the fate of the government's policies after Liverpool was gone. Between 1822 and 1827, British politics had moved away from rigid conservatism towards greater reform, influenced by the ideas of radicals and realists and by the impact of economic change. Answers should be based on assessment of how far these policies were truly 'reforming' by 1829.

Points which suggest they were reforming might include:

- reforms introduced by Peel at the Home Office, the Gaols Act 1823, the reform of the Penal Code and removal of death penalty for a number of crimes suggests that there was a number of humanitarian aspects to reforms. Built on what done previously by Romilly and Howard
- reforms by Huskisson at Board of Trade and Robinson at Exchequer. Reciprocity of Duties Act and Navigation Laws saw changes to economy, moving towards an element of free trade. Creating a stimulus for the economy. Bank Act 1826 introduced stability in banking sector
- the introduction of the Combination Act 1824, allowing working-class men to form Trade Unions
- the sliding scale for Corn Laws introduced by Huskisson in 1828
- the decision to pass Catholic Emancipation in 1829, and the previous year's decision to repeal the Test and Corporations Acts both suggested that reforms were being tackled by the Tory Government.

Points which suggest they were not reforming might include:

- Peel's reforms at Home Office could be argued to be based on efficiency rather than anything to do with humanitarian concern
- In 1825 an amendment act introduced to limit power of Combination Acts and stop Trade Unions from being able to strike
- sliding scale did not remove the Corn Laws
- this idea supported by lack of government action over franchise reform or slavery, therefore not a truly reforming government.



---

**Question 2****03** Explain why the Corn Laws were repealed in 1846. (12 marks)*Target: AO1(a), AO1(b)***Generic Mark Scheme**Nothing written worthy of credit. **0****L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2****L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6****L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9****L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12****Indicative content****Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

There was a massive split in the Conservative Party over the issue of the repeal of the Corn Laws in 1846, with Peel and the 'modernisers' on one side and the 'diehards' on the other. The simple answer to why the Corn Laws were repealed is that Peel pushed it through. Good answers will explain why he won – and why he thought it important enough to face down such powerful opposition. Higher level responses may evaluate the relative importance of a range of factors, or may make links and connections between them.

Longer-term reasons might include:

- the issue had been brewing for a long time – the Corn Laws had been unpopular with many people since their introduction in 1815
- the Tory Party had changed significantly between losing power in 1830 and returning to office in 1841. The party now included many businessmen who were pressing for free trade because of the growth of industry and commerce (and the 1832 Reform Act had weakened the influence of the old conservative landowners)
- Peel's long-standing support for free trade ideas – Huskisson and Robinson in 1820s

- vigorous campaigning by the Whig MP, George Villiers, and the anti-Corn Law League attracted growing support.

Short-term reasons from 1841 might include:

- the leadership of Robert Peel as Prime Minister. Although he voted against repeal every time the issue arose up to 1845, Peel's understanding of the need for repeal was key
- the election to Parliament in 1841 of Richard Cobden, a very influential proponent of free trade – Peel 'You must answer this, I cannot', in 1845
- poor harvests in 1845 and the growing fear of famine in Ireland
- the failure to form an effective government after Peel promised to resign – and thus Peel's continuation in power
- Free Trade budgets of Peel from 1842 – Corn Laws Repeal just culmination of this? Peel's letter to Prince Albert stating he would not go into another election pledging to retain the Corn Laws.

Answers at the higher levels will not merely provide a list of appropriate reasons but will offer links, differentiation or comment on higher and lower priorities – for example, Peel's personal contribution as a dominant influence linked to other factors; or showing how long-term and short-term factors were interrelated.

---

**Question 2**

- 04** How important were Gladstone's reforms as Chancellor in raising living standards in Britain in the years to 1865? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

---

Students should make a judgement of the impact of Gladstone's reforms on living standards in the years to 1865. The focus of answers may be mostly on Gladstone's social and economic reforms as Chancellor and the degree to which they had a positive effect; or the focus may be on a range of other factors that influenced living standards in the years from 1841 to 1865. The key requirement of the question is a balanced assessment.

Evidence suggesting Gladstone's reforms were important might include:

- Gladstone was a minister in Peel's government from 1841 to 1846, he served as President of the Board of Trade. He passed the Coal Vendor's Act in 1843 which did a lot to improve conditions of employment. (It might also be claimed that Gladstone had a role in the repeal of the Corn Laws but this is hardly one of **his** reforms)
- after years in opposition as a leading Peelite, Gladstone became Chancellor in 1852, as part of a Peelite-Whig coalition government. His reforming budget of 1853 started the process of abolition of income tax
- Gladstone went into opposition in 1855 but returned as Chancellor from 1859 to 1866. In the Liberal government led by Palmerston. His budget of 1859 addressed the difficult financial situation through differentiated income tax. Over the course of the government, Gladstone steadily reduced levels of income tax. He also further extended free trade – he was known as 'the liberator of British trade and the working man's breakfast table'
- he gained massive popularity with the working classes, as shown by his tour of Northumberland in 1862.

Evidence that Gladstone's reforms were not as important as other factors might include:

- many of Gladstone's measures were aimed at liberating business, not at benefiting the living standards of the people directly. His budget of 1854, for example, to pay for the Crimean War damaged living standards, not raised them. He introduced many increases in income tax levels
- there was an uneven but fairly constant rise in living standards throughout the Victorian era – this had little to do with government policies but was based on wider economic factors, such as the 'mid-Victorian boom' and long-term trends in employment and wages
- it can be argued that although there was economic growth between 1841 and 1865, this was not reflected in living standards of industrial workers, whose bread-purchasing power actually declined.

One feature of answers at the higher levels may be depth and differentiation – for example, arguing that Gladstone's reforms had different impacts at different times, or that any success he had was dependent on wider factors than the cause-and-effect of government policies.

---

**Question 3**

- 05** Explain why Britain wanted to include France in the 'Concert of Europe' in 1818.  
(12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

The idea of the 'Concert of Europe' originated with the Congress of Vienna in 1815. The victorious powers in the Napoleonic Wars wanted to prevent any resurgence of French military power. They were also concerned to restrict the spread of liberalism and revolutionary ideas in continental Europe. Students should be able to explain this context and the specific reasons why Britain wanted to bring France inside this European 'big tent' as the Quintuple Alliance at Aix-la-Chapelle in 1818.

Longer-term factors might include:

- the Congress of Vienna had agreed that the borders established in 1815 could not be altered without the agreement of all the powers who had signed it – to bring France into that agreement would strengthen the prospects for peace
- Britain was interested in the concept of the 'balance of power' in Europe. This balance would be much more stable if France were added to the Quadruple Alliance, rather than remaining as a 'rogue power' outside it.

Short-term factors from 1815 to 1818 might include:

- Britain was represented by Castlereagh and Wellington at the Congress of Aix-la-Chapelle in 1818, together with the representatives of Austria, Prussia and Russia. The drive to admit France came very much from the personal policy of Castlereagh
- one key purpose of the Congress was to arrange for the evacuation of occupying forces from France – this was a trigger for Castlereagh's policy – and increased the chances of other powers agreeing
- Britain wanted to use the 1818 Congress to take action against the slave trade and piracy in the Mediterranean – but without inviting Russian ships into the Mediterranean sphere. France would be a useful counterweight to Russia and to the power of the Holy Alliance.

To achieve the higher levels, answers should make links and connections, for example commenting on ways in which Castlereagh shaped Britain's policy in a particular direction, or by showing how short-term and long-term factors were interrelated.

---

**Question 3**

- 06** How important was maintaining the 'balance of power' in Europe, for Britain, in the years 1818 to 1846? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should be able to make judgement about the degree of success in British foreign policies in maintaining a 'balance of power' from 1818 to 1846. Effective answers will not only balance a list of factors on each side of the argument but will show understanding of how urgently and how consistently the aim of keeping the balance of power was pursued. One feature of higher-level answers may be the ability to define precisely the concept of balance of power, another might be differentiation according to changes over time.

Evidence that maintaining the 'balance of power' was important for Britain might include:

- despite differences in style between the foreign secretaries they had a strong emphasis on maintaining balance of power to create stability required for British trade and British interests
- agreement to add France to Quadruple Alliance in 1818 and let her join the Concert of Europe
- over the Eastern Question and the issue of trying to check Russian power, balance of power was very important
- Mehmet Ali affair and the overturning of Unkar Skelassi with the Straits Convention in 1841 showed importance of policy
- GB got its own way over Belgium in 1830, and prevented France expanding her sphere of influence
- no major war between European powers until after 1846.

However, there is also evidence that 'balance of power' was not the most important factor:

- students may consider the importance of trade to Britain's foreign secretaries during this period. They may consider that her involvement in Belgium and also Portugal in the 1830s was as much to do with maintenance of GB trade than 'balance of power' in the region
- the Eastern Question again was dominated by GB's fear of Russian expansion into her trading rights in the Eastern Mediterranean. She was also concerned that expansion of Russian power might have an impact on her Empire, particularly a threat to India. This had an impact of both Canning in late 1820s and Palmerston in 1830s/1840s
- the Empire and trade were significant factors in Britain's foreign policy and may have been just as significant/important as 'balance of power'. The expansion into South America started under Castlereagh and was expanded under Canning. Palmerston pursued the opinion was with China to maintain GB's trading influence and the issue of Tahiti showed that Britain would not allow relations with France to upset her hold on colonial gains, and potentially cause a threat to her territorial gains in the South Pacific.

Students should create a balance which discusses balance of power, but weighs this up alongside other policies followed by government at the same time. A range of examples across the time period should be included.

### Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)